

*Te Kura Tuarua o Te Kuiti*  
Strategic Plan Document 2024-2025



## The School and Community

### Introduction

#### ***General Description of the School and the School's Community***

Te Kūiti High School is situated on an attractive site of 8 hectares. The grounds include a multi-purpose astro turf for netball, tennis and hockey, well drained playing fields, and the remainder of the site has been landscaped and planted with many trees, shrubs and gardens creating a park-like setting for the school and the community.

The name of the school comes from the word Te Kūititanga which is the name for the town and means the narrowing of the valley.

The buildings consist of a New Recreation centre, school hall, library, 4 technology work environments, visual & performing arts as well as other ICT pods spread throughout the school. In addition there is a modern Pavilion, Student Centre and a new modern learning environment.

Te Kūiti High School provides a broad high high-quality education for its students. It is the school's goal for all students to transition from school with a positive attitude to learning having acquired a range of essential learning skills and achieve nationally recognised qualifications. Education is, above all, a preparation for life. That means: helping to give all young people the knowledge, skills, dispositions, and values they need to thrive and contribute to society, and face the challenges and opportunities they will meet

The Te Kūiti High School Curriculum covers the eight essential learning areas. Additionally, the school promotes learning pathways through a careers program, Gateway programme, Primary Industries course and Wintec trades courses.

The school draws its students from a diverse multi-cultural and socio-economic community, students enrolling mainly from the town of Te Kūiti itself and its immediate hinterland.

Te Kūiti is a service town with an urban population of 4500 residents. It has a diverse age/sex composition, including single and twin parent nuclear families as well as extended family groupings. Predominant occupations are within the service industries of farming, forestry, tourism and mining. The local area has many exciting natural features that attract recreational users. There are seven contributing Primary schools within the area.

The school provides community access to the school for learning opportunities, meetings, sporting and recreational activities. Te Kūiti High School is focused on achievement through quality teaching and learning. We aim for teaching and learning to be culturally responsive, individualised, localised, relevant, flexible and future-focused. We would like Māori and non-Maori to seek to develop skills, knowledge and experience to support their participation in Te ao Māori and New Zealand society. We believe a sense of belonging is crucial for Māori to succeed as Māori. Extra learning support is offered for those students at risk of underachieving. All students have support to develop career plans and pathways.

# TE KŪITI HIGH SCHOOL STRATEGIC PLAN 2024-2025

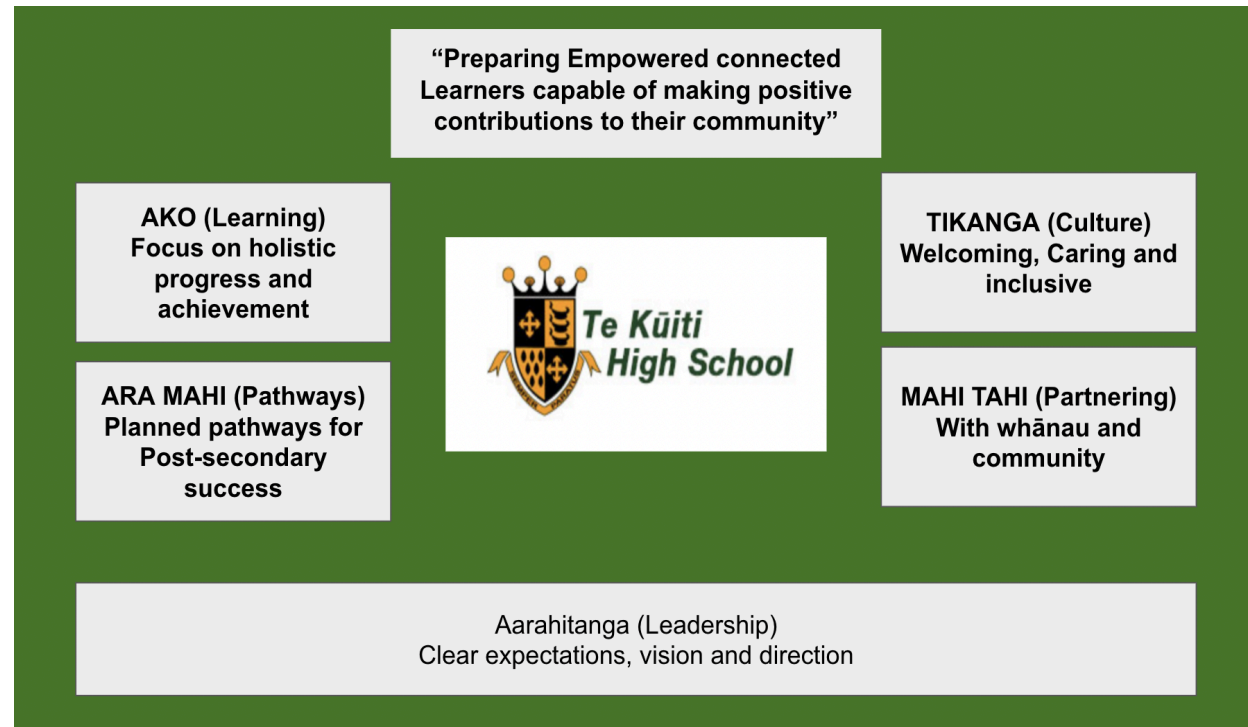
## Motto:

**Semper Paratus - Kia Hiwa ra!**

**Always prepared**

## Our Core Value:

**Always prepared to show Manaakitanga, reflects our belief that creating a welcoming, caring and authentic learning environment that treats everyone with respect and dignity will benefit all.**



## VISION

**"Preparing empowered connected learners capable of making positive contributions to their community"**

Te Kūiti High School is a place where all groups within the school community have a sense of shared purpose and responsibility and this is captured in the statement of intent:-

**"To foster a learning environment where all ākonga are empowered connected and capable of making positive contributions to their community"**

In participating in the opportunities and challenges that learning presents, through our statement of intent. Te Kūiti High School students will be increasingly confident, connected and involved learners. We aim for rangatahi to flourish in an inclusive and enriching learning environment and to ultimately leave Te Kūiti High School well-equipped to meet the demands of employment, tertiary education and life generally.

NELPS			
LEARNERS AT THE CENTRE	BARRIER-FREE ACCESS	QUALITY TEACHING AND LEADERSHIP	FUTURE OF LEARNING AND WORK
STRATEGIC PRIORITIES LINKED TO NELPS			
Foster high expectations for every student, collaborating with their families and communities to tailor educational experiences that align with their needs and preserve their heritage, language, and cultural identity. So that every student will leave Te Kūiti High School with the skills and qualifications they need for their future.	Create a safe, engaging environment at Te Kūiti High School that develops a sense of belonging, promotes well-being, celebrates language, culture, and identity, instils pride in students, and ensures a strong foundation in essential skills.	Develop and empower staff at Te Kūiti High School, enhancing teaching, leadership, and learner support capabilities, while building confidence and competence in addressing the diverse needs of students.	Establish partnerships with industries and employers to equip learners with the skills, knowledge, and pathways necessary for success in the workforce.
Our strategic priorities will encompass the principles of the Tiriti o Waitangi			



# Te Tiriti o Waitangi in Education

## Article 1: **Kāwanatanga – Honourable Governance**

Learning communities understand their position as Crown agents and affirm Māori as tangata whenua.

They are governed honourably - decisions are made with those who are impacted the most by them.

A shared decision making process with whānau, hapū and iwi (partnership) is embedded.

Communication is meaningful, ongoing, reciprocal and transparent.

## Article 2: **Rangatiratanga – Agency**

Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated.

Māori are achieving success as Māori.

Māori have agency, voice and choice, the power to act.

Māori diversity is recognised and valued and self determination is enacted.

## Article 3: **Ōritetanga – Equity**

In the interest of all, Māori have the same rights and opportunities as non-Māori.

Educational barriers and inequalities are removed to ensure equitable educational outcomes.

Education content and delivery reflects Aotearoa and our dual heritage (past, present and future), Equitable representation of Mātauranga Māori, Reo, tikanga etc.

Māori perspectives and opinions, and the voices of Māori are equitably represented.

## STRATEGIC GOALS

### Goal 1

#### Cultivate inclusive educational practices:

- Goal: Foster high expectations for every student by collaborating with their families and communities to create customised educational experiences. Focus on tailoring the curriculum to align with individual needs and preserving heritage, language, and cultural identity.

### Goal 2

#### Nurture a supportive school environment:

- Goal: Create a safe, engaging environment at Te Kūiti High School that nurtures a sense of belonging, promotes student well-being, celebrates language, culture, and identity. Strive to instil pride in students and ensure a strong foundation in essential skills for personal and academic growth.

### Goal 3

#### Empower and develop school staff:

- Goal: Develop and empower staff at Te Kūiti High School by enhancing teaching, leadership, and learner support capabilities. Provide ongoing professional development opportunities to build confidence and competence in addressing the diverse needs of students. Foster a collaborative and supportive culture among the staff.

### Goal 4

#### Forge strong industry and employer partnerships:

- Goal: Establish strategic partnerships with industries and employers to equip learners with the skills, knowledge, and pathways necessary for success in the workforce. Develop programs that bridge the gap between education and industry, providing students with real-world experiences and opportunities for career development.

## Strategic Priorities and Direction

### Core Priorities:

Our core purpose is to educate our rangatahi so they can take their place as contributing citizens of their communities, of Aotearoa, New Zealand and of the world. In our educational approach, we are dedicated to providing authentic learning opportunities that extend beyond conventional classroom settings. Our commitment lies in delivering excellent and equitable outcomes for all students, recognizing and addressing individual needs to ensure a level playing field. Prioritising the holistic well-being of each student, we actively support their physical, mental, and emotional needs. We accept the responsibility to design and implement learning programs that empower every student to realise their full potential.

Emphasising continuous teacher learning, we foster a context of learner-centred education that actively engages every student. As a community school, collaboration with students, parents, and whanau is at the core of our ethos, striving to provide the best opportunities for success. Our overarching endeavour is to develop young individuals equipped with the knowledge, skills, dispositions, and values necessary to thrive, contribute to society, and navigate their path with a clear understanding of who they are and where they can go.

### Our Commitment to Te Tiriti o Waitangi

Under Te Tiriti we have a joint responsibility with iwi, hapū, and whānau to help ensure that Te Kuiti High School supports and sustains Te Ao Māori. We appreciate that Māori have rights as Tangata Whenua of Aotearoa, New Zealand. Under Te Tiriti, we understand the significance of Taonga, which includes Te Reo, Tikanga and excellent and equitable outcomes for all. The school community enjoys being part of a bicultural and multicultural community and reflects those values in its relationships with hapu iwi and the wider world. Te Kūiti High School is actively developing its relationships with Ngati Rora and Te Nehenehenui, its agencies and whanau.

Kaumātua drive the understandings that cement this relationship. The school offers Te Reo Māori as a semester course for all year 9 students, a full year course in year 10 and as an option in years 11-13 inclusive. Tikanga is weaved into our school culture through the use of appropriate school-wide protocol and practice, including in teaching and learning and through the kapa haka group

## Educational Philosophy

### Educational Philosophy:

We are committed to developing young individuals who possess:

- **Knowledge:** Equipped with a solid foundation of information.
- **Skills:** Able to apply practical and critical thinking skills.
- **Attitudes / Dispositions:** Fostering positive attitudes and habits of mind.
- **Values:** Instilling ethical principles and a sense of responsibility.

### Overall Aim:

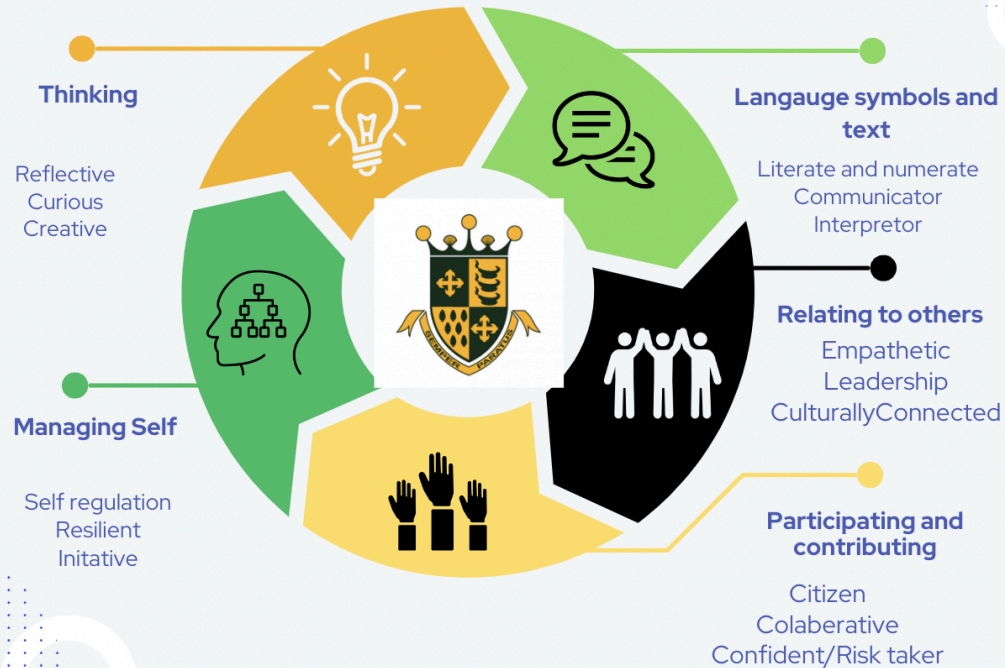


Our overarching aim is to guide young people in discovering their identity, realising their potential, and understanding their place in society. We strive to prepare them not only academically but also socially and emotionally, fostering individuals who can contribute meaningfully to the world.

In summary, the direction we want to take is to create an educational environment where learners flourish academically, emotionally, and socially, guided by a commitment to excellence, equity, and holistic development.

PROFILES	
Learner / Graduate Profile	Effective teacher Profile

## TKHS LEARNER DISPOSITIONS



### Manaakitanga:

- Emphasises the importance of teachers caring for their students as culturally located human beings. This involves a holistic approach to understanding and supporting students beyond their academic performance.

### Mana motuhake:

- Highlights the responsibility of teachers to care for the performance of their students. This involves focusing on academic achievement and progress, recognising the individual strengths and challenges of each student.

### Nga whakapiringatanga:

- Focuses on the ability of teachers to create a secure, well-managed learning environment. This is crucial for fostering a positive and effective learning space where students feel safe and supported.

### Wananga:

- Emphasises the importance of teachers engaging in effective teaching interactions with Māori students as Māori. This involves recognising and incorporating cultural perspectives into teaching practices.

### Ako:

- Centers on teachers' ability to use strategies that promote effective teaching interactions and relationships with their learners. Ako is a concept emphasising reciprocal learning, recognising that both teachers and students are learners in the educational process.

### Kotahitanga:

- Focuses on teachers promoting, monitoring, and reflecting on outcomes that improve educational achievement for Māori students. This involves a commitment to ongoing assessment and improvement to ensure positive outcomes for students.

These elements collectively contribute to a comprehensive framework for effective teaching that is culturally responsive and aims to enhance the educational experience and outcomes for Māori students.

## Baseline Data

### NCEA Achievement

#### Achievement in NCEA and UE: Te Kuiti High School

Generated 16-Jan-2024

##### PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Te Kuiti High School				National				Many Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	48.3	62.9	26.5	23.5	70.6	77.5	67.3	49.3	52.2	58.3	45.1	21.6
2020	78.5	73.3	48.6	28.6	71.8	80.1	72.1	53.4	59.1	62.0	51.8	25.4
2021	55.0	76.9	71.9	28.1	69.2	77.9	70.5	51.9	54.2	57.1	46.9	22.5
2022	64.3	74.1	41.7	19.4	64.9	74.9	68.2	50.3	49.4	52.5	42.9	20.3
2023	56.6	83.0	50.0	43.3	60.0	72.2	66.2	47.2	53.3	62.9	58.0	24.0

### Student engagement

Our annual strategic plan has been informed by a comprehensive analysis of our achievement and attendance data. In 2022, students experienced considerable pandemic fatigue. Although we made progress in 2023, our annual plan has been formulated with a focus on student retention and engagement. Students who did not achieve their qualifications are exclusively those who left school over the course of the year or whose attendance was below 50%. We continue to identify discrepancies in University Entrance based on ethnicity and gender.

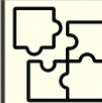
School curriculum overview.



**CONNECTED**  
TO OUR COMMUNITY



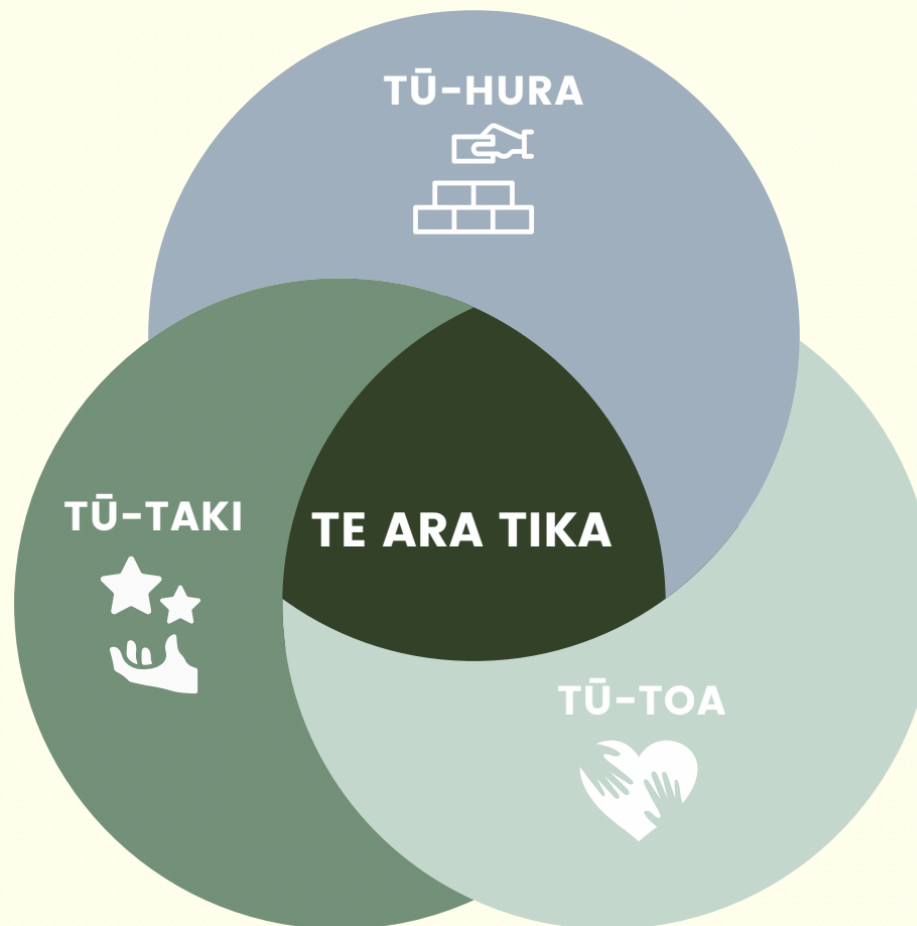
**LOCALISED**  
CURRICULUM



**INTEGRATED**



**EMPOWERS**  
ALL RANGATAHI



## TŪ-HURA

Years 9 - 10, working in Pods collaborating with a core group of teachers to develop local, relevant, engaging and responsive learning experiences

## TŪ-TAKI

Years 11 - 13 select from a range of modules with exciting and relevant contexts. Where appropriate these modules are integrated so as to give students more choice

## TŪ-TOA

Years 9 - 13 are involved in a learning that specifically fosters and develops personal excellence. While promoting a growth mindset

Review of charter and Consultation

Our school community has been consulted on the development of the 2024 annual plan. We have sought feedback through focus groups, including our Māori community, business community staff and parent groups. We have learned a lot from the feedback and are looking to improve this process.

## Te Kuiti High Schools Strategic Goals 2024

### Strategic Goal 1: Cultivate Inclusive Educational Practices:

- Goal: Foster high expectations for every student by collaborating with their whanau and communities to create customised educational experiences. Focus on tailoring the curriculum to align with individual needs and preserving heritage, language, and cultural identity.

### Strategic Goal 2: Nurture a Supportive School Environment:

- Goal: Create a safe, engaging environment at Te Kūiti High School that nurtures a sense of belonging, promotes student well-being, and celebrates language, culture, and identity. Strive to instil pride in students and ensure a strong foundation in essential skills for personal and academic growth.

### Strategic Goal 3: Empower and Develop School Staff:

- Goal: Develop and empower staff at Te Kūiti High School by enhancing teaching, leadership, and learner support capabilities. Provide ongoing professional development opportunities to build confidence and competence in addressing the diverse needs of students. Foster a collaborative and supportive culture among the staff.

### Strategic Goal 4: Forge Strong Industry and Employer Partnerships:

- Goal: Establish strategic partnerships with industries and employers to equip learners with the skills, knowledge, and pathways necessary for success in the workforce. Develop programmes that bridge the gap between education and industry, providing students with real-world experiences and opportunities for career development.

<p><b>Rationale:</b> The Board's expectation is that:</p> <ul style="list-style-type: none"> <li>- Aspirational targets are in place for students, or groups of students, that are reported on regularly and contribute to evidence of student progress and achievement.</li> </ul>	<p><b>Rationale:</b> The Board's:</p> <ul style="list-style-type: none"> <li>- <i>Expectation</i> is that partnerships embrace 'Ako' and reciprocity so that all relationships are valued. The school is an outward looking school and is welcoming to the wider community with abundant learning opportunities for all.</li> </ul> <p>Reporting will reflect on the progress of these programmes and relationships and the contribution that is being made to (and from) the wider community.</p>	<p><b>Rationale:</b> The Board's:</p> <ul style="list-style-type: none"> <li>- In summary, the rationale for the stated goal is rooted in the desire to create a dynamic, inclusive, and supportive learning environment by investing in the professional development, confidence, and competence of the staff at Te Kūiti High School.</li> </ul>	<p><b>Rationale:</b> The Board's:</p> <ul style="list-style-type: none"> <li>- The goal reflects a strategic approach to education that prioritises collaboration with industries to ensure that learners are well-equipped with the skills, knowledge, and experiences needed for success in the workforce. It aligns education with the demands of the job market and aims to provide students with practical and valuable opportunities for career development.</li> </ul>
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# TKHS Annual Plan 2024

## Strategic Goal 1: Cultivate Inclusive Educational Practices:

Development Areas	Actions	Outcomes	Lead by	Timeline
<ul style="list-style-type: none"> <li><b>Foster high expectations for every student by collaborating with their whanau and communities to develop young individuals equipped with the knowledge, skills, dispositions, and values necessary to thrive and contribute to society,</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify and set target groups for 2024. Complete analysis of variance after considering 2023 achievement data                             <ul style="list-style-type: none"> <li>Student Achievement targets (MOE) (HODs)</li> <li>HODs are leaders of learning and are responsible for developing a responsive curriculum</li> <li>Evidence is gathered in an ongoing manner to analyse and review progress against the targets.</li> </ul> </li> <li>School wide and curriculum group professional learning and development in assessment capability</li> <li>Review and implementation of assessment tasks and procedures to align with effective teaching practice criteria</li> </ul>	<ol style="list-style-type: none"> <li>Targets have been set Junior Targets 60% at 4P or higher for literacy at end of year 10 70% at 4B or higher for Numeracy by end of year 10 NCEA level 1 65% + 90% lit num NCEA Level 2 75% NCEA Level 3 60% + 30% UE</li> <li>Students progress towards targets is tracked from yr 9-13</li> <li>Target learners are identified and support programs are implemented.</li> <li>Teacher practice exemplifies high expectations of the learner at all times.</li> <li>HOD and Manukura teams ensure safety and stretch of all learners</li> </ol>	Principal ,Deputy Principals & HODs	<b>ongoing</b>
<ul style="list-style-type: none"> <li><b>.create customised educational experiences.</b></li> </ul>	<ul style="list-style-type: none"> <li>Create and use evidence guidelines (observation templates, rubrics and students voice templates) to align with effective teaching practice criteria. Particular importance to be placed on:                             <ul style="list-style-type: none"> <li>Catering for targeted learners</li> <li>Feedback that enhances learning</li> <li>The use of exemplars and</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>Teachers and students develop real connections and a deeper understanding of NCEA requirements, including knowing next steps</li> <li>Teachers developing skills at getting to know the learner and using this evidence to accelerate success</li> <li>Shared understanding of effective teaching practice at Te</li> </ol>	Principal & Deputy Principal	<b>ongoing</b>

	<p>progressions</p> <ul style="list-style-type: none"> <li>• Co-constructing learning progressions for all learning areas</li> <li>• Pastoral systems align and provide clarity for students,whanau and staff.</li> <li>• Reporting procedures developed to align with effective teaching practice criteria</li> <li>• Identifying and defining what effective teaching practice looks like at Te Kuiti High Schools</li> </ul>	<p>Kuiti High Schools leading to improved learning outcomes</p> <p>4. Learning areas ensure engaging programs of learning that are fit for purpose in the 21st century work environment</p>		
<ul style="list-style-type: none"> <li>• <b>Focus on tailoring the curriculum to align with individual needs and preserving heritage, language, and cultural identity.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of Māori students who earn University Entrance <ul style="list-style-type: none"> <li>• Develop a cohesive curriculum that is balanced with dispositional and academic aspects in order to enhance personal growth.</li> <li>• Create and implement learning programmes within whanau programmes that have clearly defined links to the New Zealand Curriculum Document and provide evidence of learning progress</li> <li>• Continue to develop a localised curriculum that preserve heritage, language, and cultural identity.</li> </ul> </li> </ul>	<p>Aim to improve by 10% from 2023</p> <p>Introduce Guy Claxton's learning power growth mindset and the learning pit to give students a scaffold to improve outcomes</p> <p>Junior PODs to experience EOTC locally and understand local stories and connections.</p>		

## Strategic Goal 2: Nurture a Supportive School Environment:

Development Areas	Actions	Outcomes	Lead by	Timeline
<b>Create a safe, engaging</b>	<ul style="list-style-type: none"> <li>• Creating team structures for a wrap around service for students to develop a consistent relational</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral systems are cohesive and explicit and teachers are</li> </ul>	Principal & Deputy Principals Manukura & All staff	<b>ongoing</b>

<b>environment at Te Kūiti High School</b>	<p>platform that is responsive to individual needs of students for improved student success</p> <ul style="list-style-type: none"> <li>• Referral systems will be reviewed and developed</li> <li>• Create links with external professional/experts, outside providers</li> <li>• Pastoral systems being cohesive and explicit</li> <li>• Student wellbeing programmes implemented</li> <li>• Create structures for communication with respect to student transitions and pathways</li> <li>• Develop opportunities for visible pathways for students</li> <li>• Build staff capability and understanding of pathways education</li> </ul>	<p>aware and use these consistently.</p> <ul style="list-style-type: none"> <li>• Teachers engage in conversations to redirect behaviour which is underpinned by restorative processes.</li> <li>• KAMAR is used as a tool for gathering data on behaviours</li> <li>• Structures are in place for communication with respect to student transitions and pathways and staff are aware.</li> <li>• Visible pathways of transition are clear and discussed with all students.</li> <li>• All teachers have received training for restorative practices</li> </ul>		
<b>instil pride in students</b>	<ul style="list-style-type: none"> <li>• Waiata, pōwhiri</li> <li>• Develop a process to ensure Māori student voice (Manaaki Taura and others)</li> <li>• Develop student leadership to fulfil their roles</li> <li>• Acknowledging and valuing identity, culture and language</li> </ul>	<ol style="list-style-type: none"> <li>1. Teachers understand, lead, and model culturally responsive pedagogy and understand how it relates to effective teacher practice for improved teaching and learning. For eg: <ol style="list-style-type: none"> <li>a. Always use correct names for students and correct others when they don't</li> <li>b. Signage</li> <li>c. Te Reo Māori is used</li> <li>d. Staff acknowledge Māori achieving success as Māori - what do our school principles mean for Māori</li> </ol> </li> <li>2. Improved learning outcomes for</li> </ol>	Principal & Deputy Principals all staff	Ongoing

	<ul style="list-style-type: none"> <li>• Our uniform is reviewed and student voice is included</li> <li>• Our School environments are modernised</li> </ul>	<p>Māori students</p> <p>3. We utilise every opportunity to be inclusive and celebrate all cultures</p>		
<b>Ensure a strong foundation in essential skills for personal and academic growth.</b>	<ul style="list-style-type: none"> <li>• Embed attendance processes and procedures to increase the school attendance rate.</li> <li>• Analysis of achievement data for Māori students</li> <li>• Targeted academic mentoring</li> <li>• Powerful partnerships with whanau</li> <li>• Iwi and hapu connections</li> </ul>	<p>Attendance rates for Maori and non maori at 60% regular attendance</p> <p>Create graduate profile</p> <p>Maori students working at same level as non maori</p> <p>70% Students ready for CAA at yr 10 and further 20% by yr 11</p>	Deputy Principals HOD's Manukura	<b>Ongoing</b>

### Strategic Goal 3: Empower and Develop School Staff:

Development Areas	Actions	Outcomes	Lead by	Timeline
<b>Develop staff to strengthen teaching, leadership and learner support capability</b>	<ul style="list-style-type: none"> <li>• All staff are engaged in a Professional Learning Group related to the vision/Kaupapa</li> <li>• .Implementation of professional learning groups and other leadership opportunities</li> <li>• Appoint a facilitator for each PLG</li> <li>• Engage outside expertise for each PLG focus area</li> </ul>	<ol style="list-style-type: none"> <li>1. All staff actively contribute to a Professional Learning Group related to the Vision/ Kaupapa</li> <li>2. Staff feel valued and empowered as teachers and leaders</li> <li>3. Through inquiry and reflection staff leadership is grown and a culture of trust, respect, and learning is evident</li> <li>4. Teacher practice exemplifies high expectations of the learner at all times.</li> </ol>	Principal Deputy Principals	PLD throughout year

	<ul style="list-style-type: none"> <li>• Source and share professional readings regularly</li> <li>• Opportunities are provided for ako (staff leading workshops for other staff)</li> <li>• Develop structures and programmes that grow staff capability within and across the school.</li> <li>• Formal mentoring is established and ongoing</li> <li>• Explicit teacher profile indicators established.</li> </ul>	5. Shared understanding of effective teaching practice at Te Kuiti High Schools leading to improved learning outcomes		
<b>3.3 Staff Wellbeing</b>	<ul style="list-style-type: none"> <li>• Be aware of, and responsive to, creating a culture of a healthy work-life enjoyment by:             <ul style="list-style-type: none"> <li>○ Being responsive to the nature of working in a established staff</li> <li>○ Providing opportunities for staff voice</li> <li>○ Planning long term but with the capacity to be flexible (understanding upcoming workload)</li> <li>○ Allow opportunities for reflection and responsiveness in a sustainable way</li> <li>○ Clear communication processes/expectations</li> <li>○ Create regular opportunities for positive whole staff team building</li> <li>○ Space for social activities and fun</li> <li>○ Create a wellbeing committee</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Staff with a high level of personal well-being</li> <li>2. Wellbeing committee is visible and active within the school</li> </ol>	Principals & Deputy Principals	<b>ongoing</b>

<ul style="list-style-type: none"> <li>● <b>Establish strategic partnerships with industries and employers</b></li> </ul>	<p>Consolidate community partnerships and authentic learning opportunities through engagement and partnering with local businesses</p>	<p>Continue to provide opportunities for Industries and employers to engage with our students</p>	Careers SLT	
<ul style="list-style-type: none"> <li>● <b>equip learners with the skills, knowledge, and pathways necessary for success in the workforce.</b></li> </ul>	<p>Become increasingly intentional in our delivery of Carers and Pathways education</p> <p>Ensure all senior students develop key work-readiness skills</p>	<p>100% of students get career pathway plans</p> <p>100% senior students access work ready skills program.</p>	All	
<ul style="list-style-type: none"> <li>● <b>Develop programs that bridge the gap between education and industry, providing students with real-world experiences and opportunities for career development.</b></li> </ul>	<p>Gateway Licence to work Trades academy</p>	<p>Authentic learning experiences and exposure events for all students between yr 9- 13.</p>		



<p><b>4. Self Review</b></p>	<ul style="list-style-type: none"> <li>• BOT self review completed</li> <li>• Implement the cycle of policy and procedure self review with staff, BOT and community</li> <li>• Complete cycle of policy and procedure audits as specified</li> <li>• Complete student, staff and community surveys to gather their voice in the areas of :               <ul style="list-style-type: none"> <li>○ Reporting and assessment</li> <li>○ Transition procedures</li> <li>○ School communication</li> <li>○ Charter development 2023</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. A structure of review is developed and in place which aligns to the school charter and strategic goals. The timelines of evidencing are structured and cohesive</li> <li>2. A safe workplace environment</li> <li>3. All statutory requirements are met</li> <li>4. Key changes made to reporting and assessment, transition and communication functions as highlighted by survey</li> </ol>	<p><b>Principals</b></p>	
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